



GRADE

10

KENTUCKY

K-PREP

Kentucky Performance Rating For Educational Progress



ON-DEMAND WRITING SAMPLE ITEMS

Spring 2012

Writer's Reference Sheet

Grades 8, 10 and 11

Focusing

- Read the prompt and, if provided, the passage(s).
- Think about what the prompt is asking you to do.
- Think about key issues in the passage, if provided, that will help you fulfill the purpose of writing your response.

Pre-writing

- Think about your audience and purpose for writing.
- Use a pre-writing technique (e.g., brainstorming, webbing, drawing, outlining) to plan your response.
- Think of your thesis statement and supporting details.

Drafting

- Write your response in your response booklet.

Reviewing

- Reread your response to correct any errors that interfere with your ability to communicate your ideas to the audience.

If I am writing a **narrative**, did I

- establish a clear purpose?
- use a variety of techniques (e.g., dialogue, description, anecdote, rhetorical question, surprising fact) to engage my audience?
- convey a sense of significance of the experience?
- use a sequence of events that would unfold naturally for the reader?
- use concrete words and sensory details?

If I am writing to provide **information or explain**, did I

- establish a focused purpose?
- anticipate the needs of my audience?
- incorporate relevant background information from the reading passage (if a passage is provided)?
- support the thesis with relevant, well-chosen facts, definitions, concrete details, quotations, or examples?
- use precise language and domain-specific vocabulary?

If I am writing an **argument**, did I

- introduce a claim?
- acknowledge and distinguish the claim from counterclaims (alternate or opposing claims)?
- anticipate audience's knowledge and concerns?
- provide relevant background information from the reading passage (if a passage is provided)?
- maintain a clear focus?
- support claims with logical reasoning and relevant evidence (facts, details and examples)?
- use words and phrases to clarify the relationship among claims, counterclaims, reasons, and evidence?

Scoring Criteria for On-Demand Writing

These criteria will be used to score your work.

Communicating with an Audience through Purpose/Focus	<ul style="list-style-type: none">• Establishes and maintains an authentic purpose• Addresses an appropriate audience• Establishes and maintains an awareness of audience needs
Communicating with an Audience through Idea Development	<ul style="list-style-type: none">• Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose• Elaborates ideas with details, support and examples specifically relevant to the audience and purpose• Applies characteristics of the mode
Communicating with an Audience through Structure	<ul style="list-style-type: none">• Demonstrates coherent and effective text structure in relation to the purpose• Includes a logical progression of ideas• Maintains coherence within and between paragraphs• Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments• Maintains control of sentence structure• Varies sentence structure effectively
Communicating with an Audience through Language and Conventions	<ul style="list-style-type: none">• Selects and maintains word choices to effectively communicate with the audience• Employs voice and tone appropriate for audience and purpose• Communicates with audience effectively, applying correct grammar, usage and mechanics



Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.



2 Points:

Writers at this score point level display developing writing skill, resulting in less effective communication.

- The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.
- The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.
- The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.
- The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

1 Point:

Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

- The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.
- The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.
- The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.
- The writer's tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.



Temperance and Choices

Aristotle was a Greek thinker who lived from 384 to 322 B.C. He wrote books on a variety of topics in science and philosophy. His book *The Nicomachean Ethics* explores the question of how people should live.

Aristotle discusses a variety of questions raised by the very complex topic. One of the questions he raises is, “Why do people do things?” He considers the goals people have: happiness, pleasure, and so on. Then he considers whether each of these goals is worthwhile.

Aristotle concludes that pleasure is often a good thing. He explains that some pleasures come from doing good things, like eating the right amount of food. Other pleasures come from doing bad things, like eating too much food.

Aristotle describes three different types of people. He points out that Person A gets pleasure from doing good things. Other people get pleasure from doing bad things. Of these people, Aristotle mentions two types.

Person B eats too much food because he gets pleasure from it. Person C would also get pleasure from eating too much food. However, this person controls himself and eats the right amount of food even though he would prefer to eat more.

In Aristotle's system, both Person A and Person C eat the right amount of food. Person A eats the right amount of food by nature. Person C eats the right amount of food by choice.

**Writing situation:**

Your class has just finished reading “Temperance and Choices” and will be discussing which kind of person demonstrates more admirable qualities—Person A, Person B, or Person C.

Writing directions:

Write an explanation you will present to your class about which person possesses more admirable qualities. Use information from the passage in your explanation.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

1. Person A - Gets Pleasure from doing good things.

The most admirable qualities is person A because my sister does good things and get alot of pleasure out of it. like for example she does someone elses chore without getting told to do it. or clean the house too! And she gets alot of attention. So person A is better than person B + person C. Pleasure is a good thing.



GRADE 10 — Writing

ANNOTATION — 1-POINT RESPONSE

Grade 10, Prompt 1

Score Point 1

This writer identifies a general topic (*Person A – Gets pleasure from doing good things*) but demonstrates little awareness of the needs of the audience because no background information is provided. The writer gives little development to ideas (*She does someone elses chore without getting told to do it. Or clean the house too!*) and fails to offer insight or explanation for the little support that is present (*And she gets a lot of attention*). The writing contains little organizational structure. Errors in grammar, usage, and mechanics impede understanding of the text.



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

1. Many people in the world have exceptional qualities that separate them from others. The people that have to work to achieve these qualities, to me, are even more respectable. Therefore, in my opinion Person C in "Temperance and Choices" possesses the most admirable qualities.

Person C can determine what's right in a given situation. They know the amount of food acceptable to eat. Although Person A recognized this also, Person C had to work to obtain the quality of doing the right thing.

Person B knew they were doing wrong but made no effort to try to change their ways. "Person B eats too much food because he gets pleasure from it." All he is worried about is making himself happy which is a poor quality to have.

Person A knows what is right and naturally does it. They have no temptation or urge to do the wrong thing which makes them have great qualities.

However, Person C, as I said, has the most admirable qualities. By them doing the right thing they are showing they



Writing

recognize who's right and are willing to work for it. Which stands out from Person A and B proving they have more admirable qualities.



ANNOTATION — 2-POINT RESPONSE

Grade 10, Prompt 1

Score Point 2

The writer identifies a generalized purpose and audience (*Therefore in my opinion Person C in “Temperance and Choices” possesses the most admirable qualities*). **However, while the writing contains some idea development, the writer provides minimal supporting details and examples** (*Person C can determine what’s right in a given situation. They knew the amount of food acceptable to eat. . . . Person C had to work to obtain the quality of doing the right thing. . . . Person B knew they were doing wrong but made no effort to try to change their ways*). **The writer develops an organization by grouping ideas by paragraph. Some varied sentence structures are displayed, but these appear alongside simple sentences. The errors in grammar, usage, and mechanics do not impede understanding of the text.**



Annotated Student Response

SAMPLE 3-POINT RESPONSE

Writing

1. In the passage, there are three different types of people who all have different actions because of their different ways of thinking. Person A eats the right amount of food because it's his/her nature, Person B eats too much food because he/she enjoys it, and Person C would like to eat more food but eats the normal amount of food. Person C has the most admirable qualities. I believe this for many reasons but three of the most important ones are: He/she does what is right, is able to resist temptation, and has a lot of will power. There are many more reasons but in my opinion, these are the top three.

The first reason would be that Person C has a lot of will power. Although Person C would enjoy eating more food than he needs, he chooses not to because he/she doesn't need it. The text states, "However, this person controls himself and eats the right amount of food even though he would prefer to eat more." This clearly shows that Person C has two valuable traits, will power and the ability to resist temptation.

The second reason that Person C has the most admirable qualities is because he/she is fully capable of resisting temptation. If Person C wants



Writing

more food but chooses not to eat more than he needs, he is resisting the temptation. Unlike Person B, Person C does not eat more food than necessary even though he/she wants to just as much as Person B. The text states, "Person B eats too much food because he gets pleasure from it. Person C would also get pleasure from eating too much food." This part of the text shows Person C is able to resist temptation. This leads to the last reason:

My final reasoning is that Person C does what is right. Person C could easily eat more food than he needs but he doesn't because it's not right. Person C is able to resist temptation, has a lot of will power,



GRADE 10 — Writing

ANNOTATION — 3-POINT RESPONSE

Grade 10, Prompt 1

Score Point 3

The writer adequately establishes focus on the intended audience and purpose by providing background information that generally anticipates audience needs (*Person C has the most admirable qualities. I believe this for many reasons but three of the most important ones are: He/she does what is right, is able to resist temptation and has a lot of will power*). **Ideas are developed with adequate support and clarification of the topic, though the portion of the response dealing with willpower is less developed than other ideas in the response. The writing is adequately organized using a logical progression of ideas and simple transitional words and phrases to generally connect ideas and guide the reader** (*The first reason, However, The second reason*). **Voice, tone and word choices are generally appropriate for the intended audience and purpose of the writing.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

1. In his Nicomachean Ethics, Aristotle describes three types of people. Person A gets pleasure from doing good and he eats the right amount of food by nature. Person B eats too much food because he gets pleasure from it. Person C gets pleasure from eating too much food, but, unlike Person B, he controls himself and doesn't over eat. It is Person C that possesses the most admirable qualities of these three types of people.

In deciding which of these three has the most admirable qualities it is easy to rule out Person B. Person B is a glutton and over-eater because he is incapable of doing the right thing. You can be sympathetic or pity him, but you don't think of him as admirable.

Person A is a different story. He does right just by his own nature and thus seems admirable. But for Person A there is no wrong because they always do the right thing. For Person A, in his way of living, every thing is the same and every thing is always right. Person A then is actually like Person B. Just as Person B just does what he does for pleasure, Person A does what he does for pleasure. It is, of course, better that what Person A does is the right thing to do, but like Person B, he just does it. There is no choice being made. So the deeds that Person A performs are



Writing

admirable because they are right, but the questions behind those deeds, not so much.

Finally there is Person C. It is important to remember that in our society today there are many, many temptations. And not just the temptation of overeating. (I should I suppose that real!) Temptations can be different for everyone and are harder to resist than others. However, a temptation is a temptation. It takes a lot of strength to fight it. Person C fights temptation and chooses to do the right thing. He knows that by doing wrong he could get pleasure, but doing wrong is doing wrong. Unlike for Person A or B, Person C has a choice to make, and he makes the right choice. This is very admirable.

If the three types of people that Aristotle describes, the one with the most admirable qualities, then, is Person C. The others do what they do with no decision to make. Person B has a choice and even against her own wishes and temptations chooses to do good. So truly is the most admirable.



ANNOTATION — 4-POINT RESPONSE

Grade 10, Prompt 1
Score Point 4

The writer establishes and maintains focus on audience and purpose, and effectively engages the audience by providing relevant background information (*Person A gets pleasure from doing good and he eats the right amount of food by nature. Person B eats too much food because he gets pleasure from it. Person C gets pleasure from eating too much food, but, unlike Person B, he controls himself and doesn't over eat*). The ideas are consistently developed with depth and complexity using appropriate and effective examples, details, facts, and explanations (*Person A then is actually like Person B. Just as Person B just does what he does for pleasure, Person A does what he does for pleasure. It is, of course, better that what Person A does is the right thing to do, but like Person B, he just does it. There is no choice being made*). The response progresses logically and ideas flow naturally and cohesively within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Errors in grammar, usage, and mechanics are infrequent and do not impede understanding of the text.



College Entrance Exams

Since the beginning of the last century, high school students have been taking standardized tests called college entrance exams. Colleges and universities have traditionally used the results of these tests as a basis for determining college admission. The original purpose of these tests was to increase fairness in the whole admission process. However, criticism of the college entrance exams is almost as old as the exams themselves.

Many people believe there are benefits of college entrance exams. Perhaps the greatest of the benefits is that they treat students from across the country uniformly. If a college or university requires ACT scores for admission, then all interested students must take the same ACT exam. All submitted exams are scored using the same process nationwide. All students know going into the exam what the lowest qualifying score for admission into a specific college or university is. This testing criterion will not change. How much fairer could that be?

Opponents, of course, argue that high school grades are not a uniform measure of performance because some high schools have more stringent academic standards than others. Individual schools and classes within the school have their own grading scales. A “B” student in one high school might be performing at the level of an “A” student in another.

According to the College Board, producers of the SAT, college entrance exams are designed to measure the academic readiness of all prospective students.

This statement supports the argument proponents give that these entrance exams serve as predictors for student success and probabilities for ultimate graduation. Opponents argue that entrance exams are general academic tests which do not test all abilities and skills necessary for success in college programs. The tests are not designed to show a student’s interests and talents in less academically based areas. A student interested in pursuing advanced education in a creative field such as art or music might have lower test scores but a superior imagination. However, the creativity necessary for success in certain fine arts fields is not tested on these exams. Other factors come into play as well. Students whose first language is something other than English may attain lower scores because of the language difficulties, while their knowledge of the subject may be superior.

Arguments are being made to allow colleges and universities to allow alternative determiners to be used for admission decisions. Portfolios of work selected by the students to illustrate their individual strengths and interests are suggested. People in support of the traditional entrance exams argue that too much subjectivity and individualism destroys the objective fairness which they feel puts all students on equal footing.

While the debate continues, students from all over the world are still being asked to take the required tests. Students do have choices. They often are able to decide which entrance exam to take and to which colleges they wish to apply.



Writing Part B

Writing situation:

After reading “College Entrance Exams,” consider your feelings on exams being used to determine college admission.

Writing directions:

Write a commentary/essay for the school newspaper arguing your position on whether colleges should rely on entrance exams to grant students admission to their programs. Support your argument.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

2.

I think colleges should rely on entrance exams because they treat students from across the country uniformly. Also All students know what the lowest qualifying score is, going into the exam. I think colleges should rely on entrance exams because some high schools are better than others. So this means a "B" student from one high school could be performing at an "A" student level. I think they should rely on entrance exams because according to the College Board, Producers of the SAT, college entrance exams are designed to measure the academic readiness of all prospective students. So all of this things these entrance exams do is just making admission more fair for everyone that applies to that college.



ANNOTATION — 1-POINT RESPONSE

Grade 10, Prompt 2

Score Point 1

This writer identifies a general purpose (*I think colleges should rely on entrance exams*) but demonstrates little awareness of the needs of the audience because no background information is provided. The writing contains little organizational structure or purposeful development since it only consists of a list of details presented with little logical order (. . . because they treat students from across the cantry uniformly. Also All students know what the lowest quallifying score is, going into the exam. . . . some High Schools are better then others so this means a “B” student form one High School could be performing at an “A” student level). In addition, there is no paragraphing. Errors in grammar, usage, and mechanics occasionally impede understanding of the text.



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

2 In "College Entrance Exams" there are many ways that students can get into college. One of those ways are taking the College Entrance Exam, also known as ACT and SAT, to have admission into the College. Students should have to take the ACT or SAT ~~because~~ for three reasons. First is that all students that want a similar education take a similar entrance exam. Second it measures the academic readiness of students. Thirdly is that students have a choice of what college to join. ~~and they~~

The first reason that students should take the entrance exams is because all students who want a similar education as you have the similar test. This makes it equal for all the people. You also know before you take the test, what the lowest score can be, so you won't get blindsided to find out what the real low score was.

The second reason that students should have to take the entrance exam is because it measures a student's academic readiness. If a exam or college finds that a student isn't academically ready than they can inform the student so he/she can go search for help, tutoring, etc.

The third and final reason students should have to take the college entrance exams is because they have their own choices. If they don't pass



Writing

the entrance exam ~~at~~ with a high enough score to gain entrance to ~~a~~ the college of their choice, the students have the choice of quitting/giving up, re-taking the test, or applying to a different college in which they got a high enough score to attain admission into the college.

Overall there are many arguments to why entrance exams should not have to be taken. But another thing that is looked at in college and in this essay is that the colleges try to be as fair as possible. This is why some students don't take the exams. Thank you.



GRADE 10 — Writing

ANNOTATION — 2-POINT RESPONSE

Grade 10, Prompt 2

Score Point 2

The writer identifies a generalized purpose and audience (*Students should have to take the ACT of SAT for three reasons*) **but provides only limited background information. While the writing contains some idea development, the supporting details and examples offer little insight or interpretation** (*If a exam or college finds that a student isn't academically ready than they can inform the student so he/she can go search for help, tutoring, etc.*). **The writer demonstrates some attempt at organization by generally grouping ideas by paragraph, though relevancy within paragraphs is not always clear** (*You also know before you take the test, what the lowest score can be, so you won't get blindsided to find out what the real low score was*). **The writer occasionally chooses appropriate words, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Errors in grammar, usage, and mechanics appear alongside control of these features.**



Annotated Student Response

SAMPLE 3-POINT RESPONSE

Writing

2. College is a tricky thing. It requires study skills, writing skills, independence, creativity, and academic intelligence, as well as an abundance of other things. Why, then, do colleges insist on relying on high school test scores for the admission process? The tests only really test one area—academic intelligence gained from the high school the student went to. This is both unfair and even slightly ridiculous. Colleges should not rely on entrance exams as a basis for their admissions.

Anyone who lives in America has been told that the U.S.A. is a "melting pot" of culture, language, and religion, among other things. There are millions of foreign citizens living in our country, people whose first language was not English. If you've tried to learn another language, you know how difficult it can be, and how long it can take to fully grasp the way that language works. This is why the college entrance exams are so unfair. As the article points out, "Students whose first language is something other than English may obtain lower scores because of the language difficulties, while their knowledge of the subject may be superior." If when colleges rely on entrance exams for all students, they are essentially saying "If you can't take my test well enough, it doesn't matter how smart you are—you won't get in." Isn't that unfair?

College entrance exams, as the article says, "are general academic tests which do not test all abilities



Writing

and skills necessary for success in college programs." If the exam doesn't test you on everything you need to know about in order to succeed in a college course, then it's not reasonable to rely on it for admission; it won't give you the full story on whether or not someone will succeed.

There is also another point, and the article mentions it: "...some high schools have more stringent academic standards than others." A school with old, outdated textbooks, low learning tools, and undedicated teachers would not teach a student as much as a school with unlimited, up-to-date resources and dedicated teachers would. A student in the first school could make an "A" grade that would really be a "C" grade in the second school. It's unfair to test them the same way.

Colleges should not rely on entrance exams as a basis for admission. These exams are unreasonable, untactical, and unfair—and if America knows what is right, the exams will be eliminated. Permanently.



ANNOTATION — 3-POINT RESPONSE

Grade 10, Prompt 2

Score Point 3

The writer adequately establishes focus on the intended audience and purpose (*Colleges should not rely on entrance exams as a basis for their admissions*) **by providing background information that generally anticipates audience needs. Ideas are developed with adequate support and clarification of the argument** (*There are millions of foreign citizens living in our country, people whose first language was not English. . . . A school with old, outdated textbooks; few learning tools, and undedicated teachers would not teach a student as much as a school with unlimited, up-to-date resources and dedicated teachers would*), **though the idea of testing all needed college skills is less developed than other ideas in the response. The writer also considers counterclaims** (*College is a tricky thing. It requires study skills, social skills, independence, creativity, and academic intelligence, as well as an abundance of other things. Why, then, do colleges insist on relying on high school test scores for the admission process? The tests only really test on area—academic intelligence gained from the high school the student went to. . . . If you’ve tried to learn another language, you know how difficult it can be, and how long it can take to fully grasp the way that language works*). **The writing is adequately organized, using a logical progression of ideas and transitional words and phrases that generally connect ideas and guide the reader. The writer chooses words that are generally appropriate for the intended audience and purpose of the writing.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

2. How do teachers measure your academic success? A test. How do they know whether or not you have learned the material they have been teaching? A test. So why should it be any different for a college to assess your collegiate readiness? To me, it shouldn't. I believe that college entrance exams are a good way to test someone's mind and their abilities in a subject. In "College Entrance Exams" the author mentioned testing for current abilities in academics, testing for imagination and academic abilities, and uniform testing procedures everyone experiences as the three most common arguments about college entrance exams.

First of all, in the passage the author mentions that some schools are on different grading scales. So at one school a person might be a "B" student however at another school he or she would be an "A" student. While this is a problem I do not believe it has anything to do with the current entrance exams. No matter what the grading scale is you are going to receive the same number grade. A 90 percent whether an A or a B is still a 90. The entrance



Writing

exams test your knowledge of a particular subject anyway, your gpa has nothing at all to do with what your exam score is. If you are a 4.0 student and get a 25 on the ACT, or if you are only a 3.5 student and get the same score, it is still only going to be a 25.

Secondly, the author said that entrance exams put children at a disadvantage if they were a more imaginative student, and may be pursuing a career in art or music. The college entrance exams are made to test a student's academic readiness for the next level of education. If a college is wanting children who are more talented in the performing arts or drawing abilities, then they should come up with a different test or scale that they make applicants to their school take, this way if they feel the ACT or SAT does not test their potential student in the way that they want them to be tested, they do not have to use them.

Lastly, I believe the college entrance exams are good for students because it tests everybody on the



Writing

same level. If every student is tested by the same criteria then those who have worked hard and academically excelled will stand out to major universities. Nobody receives any favors, when it comes to the exams, no curves, no extra credit and no favors. It is exactly what that particular student knows, and what level he or she is on academically.

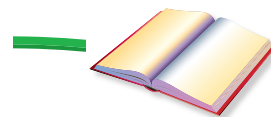
As I have said, I believe these exams are good because they test your true readiness for academics on the college level. For those students who are talented in other areas I do believe there should be a different way of testing their abilities. That is not the exam that needs to be changed however, that should be a responsibility that those select colleges of fine arts come together and agree on a way to test those student's abilities.



ANNOTATION — 4-POINT RESPONSE

Grade 10, Prompt 2
Score Point 4

The writer establishes and maintains focus on audience and purpose (*I believe that college entrance exams are a good way to test someone's mind and their abilities in a subject*), **and effectively engages the audience by providing relevant background information** (*If every student is tested by the same criteria then those who have worked hard and academically accelled will stand out to major universities. Nobody recieves any favors when it come to the exams, no curves, no extra credit and no favors*). **The ideas are consistently developed with ample depth and complexity using appropriate and effective examples, details, facts, explanations, and arguments. Counterclaims are addressed in support of the argument** (*So at one school a person might be a "B" student, however at another school he or she would be an "A" student. While this is a problem I do not believe it has anything to do with the current entrance exams. . . the author said that entrance exams put children at a disadvantage if they were a more imaginative student, and maybe pursuing a career in art or music. The college entrance exams are made to test a students academic readiness*). **The response progresses logically and ideas flow naturally and cohesively within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Errors in usage and mechanics, though present, do not impede understanding of the argument.**



Item Information

Question Number	Question Type	Passage Title	KCAS Standard	Mode
Part A	Stand Alone	NA	W.10.2	Informative/ Explanatory
Part B	Passage Based	College Entrance Exams	W.10.1	Argumentative